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ABSTRACT

Task force actions and data created from its experience are summarized in this report of the Task Force on Collection Development Policies and Assessments, whose major objectives were to create (1) models of collection development policies and collection assessments that could guide subject specialist/liaisons planning to build the library collection at the University of Wyoming Library, and (2) a schedule for writing collection development policies and conducting assessments. A collection development policy model is included along with collection development policies for specific library collections, i.e., economics, geology, theater and dance, and the film library. A library collection assessment plan model which outlines elements to be included or answered in each subject assessment proposal, a schedule for collection development planning of assessment workload, recommendations on collection development policies and collection assessments, and the formal charge of the task force are also included. (MBR)

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REPORT OF THE TASK FORCE ON

COLLECTION POLICIES AND ASSESSMENTS

May 1983

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TABLE OF CONTENTS

Purpose.....1

Assignments.....1

Results of Assignments.....3

Conclusions.....5

Staff Hours.....10

Recommendations

Collection Development Policies for Subject and Format Collections.....11

Collection Assessments.....13

Appendices

A. Charge for the Task Force on Collection Development Policies and Assessments.....15

B. Collection Development Policy: Format.....17

C. Creation and Approval Procedure for Collection Development Policies.....19

D. Research Libraries Group Collection Development Manual, 2nd Edition, Chapter 2 (Collecting Level Codes).....20

E. Schedule for Collection Development Planning of Assessment Workload.....23

F. Assessment Plan Model.....27

G. Assessments: Final Report.....30

H. Film Library - Collection Development Policy.....32

I. Economics - Collection Development Policy.....46

J. Geology - Collection Development Policy.....52

K. Theatre and Dance - Collection Development Policy.....62

PURPOSE

The Task Force on Collection Development Policies and Assessments had two major objectives in its charge. The first was to create models of collection development policies and assessments which could guide subject specialist/liaisons planning to build the collection. The second was to create a schedule for writing collection development policies and conducting assessments. The Study Team's charge to the Task Force is included as Appendix A.

To accomplish these aims, the Task Force has written four collection development policies, and carried out three subject-oriented collection assessments as a test of its models. The subject areas chosen to be tested in a policy or an assessment represent a cross-section of the research interests within the University. This report summarizes the actions of the Task Force and the data created from its experience. In the Task Force's final recommendations, a plan for writing policies and conducting assessments is outlined with a recommended schedule.

ASSIGNMENTS

The Task Force was composed of eight members: Anne Ostrye (AO), Martha Lawlor (ML), Bill Stewart (BS), Sue Baccari (SB), Don DeWitt (DLD), Chris Fluty (CF), and Jo Battisti (JB), with Deborah Dawson (DD) as Chair. Assignments were given in mid-July with the advice of George Soete, the Collection Analysis Project (CAP) consultant, to each of the Task Force members. These assignments gave task force members the opportunity to create and experiment with models for

collection development policies and assessments demanded in the Task Force's charge. The major assignments were as follows:

A. Policies: In each case, a draft was written by the staff member listed below, and then reviewed by the chair and Task Force for wording and impact. Three of the policies (economics, geology, and theatre and dance) were reviewed by faculty members in relevant departments. The four collection development policies were:

	Draft & Revision
1. Film Library	Sue Baccari
2. Economics	Bill Stewart & Anne Ostrye
3. Geology	Jo Battisti
4. Theatre & Dance	Martha Lawlor

Comments: Drafts of all four policies were created within four weeks; however, each had to have several revisions beyond that time. Most revisions came from rewording or shifting of content under categories. The draft model (Appendix B) was drawn from the University of Texas at Austin's policies, and the American Library Association's Guidelines for Collection Development, 1979. Each staff member writing a policy was trained in a group in addition to having individual consultation with the Chair throughout the process. Final drafts were edited by Deborah Dawson and Bill Stewart to unify terminology and categories. The subject categories listed in each policy were ranked as to collecting levels based on the levels described in Appendix D, the Research Libraries Group "Collecting Level Codes."

B. Collection Assessments: Three groups of two members each worked on the following three subject assessments, combining work load and expertise according to the demands of the assessment. Each pair was responsible for 1) writing an assessment plan, 2) carrying out the plan and monitoring its progress once it was approved by the Chair, and 3) writing a final report summarizing assessment steps results, faculty comment, and recommendations for improvement.

	Pair Responsible
1. Marketing	Anne Ostrye, Bill Stewart
2. Western Political History, 1865-1914	Don DeWitt, Martha Lawlor
3. Wildlife	Deborah Dawson, Chris Fluty

RESULTS OF ASSIGNMENTS

A. Policies: The four drafts of policies are attached as Appendices H-K of this report. The headings on the policy model (Appendix B) were found to be flexible enough to accomodate the various areas. Each policy will need to go through the formal review procedure summarized in Appendix C. Hours spent on training and writing drafts are recorded in Table A.

B. Collection Assessments: The staff working on the three assessments were able to complete most of their initial data gathering in August 1984 with the help of 415 part-time clerical

hours. Three of the part-time employees had several months' experience in collection development. One, however, had to be trained in the basics. Much of the Chair's time was spent in training and monitoring the staff assigned to the assessments and the part-time employees. There were a high number of titles found in the checking of both the Western Political History, 1865-1914, and Marketing assessment lists resulting in the data-gathering phase of these two assessments being completed quickly, while the Wildlife assessment took longer. For example, a title in Marketing needed to be checked only once in the public catalog to be found. A common title in the Wildlife assessment often had to be checked under several versions of the title in the card catalog, and then checked to see if it might be a state document in the Library's state document collection. Those wildlife publications that were published jointly by state and federal departments also had to be checked against the Library's federal document collection. Another factor that caused the Western History and Marketing assessments to use fewer hours was that critical bibliographies and lists collected in the two assessments were found to contain fewer titles than had been anticipated. As a result, the Chair initiated the checking of several journal and book lists in Economics to test the hours needed in a larger discipline. The steps taken, checking of a large book list and two serials lists, absorbed part-time hours in late August and

early September after data gathering for the other assessments was completed.

The hours used for each assessment are shown in Table B, which indicates the variation of support necessary for subject assessments. Disciplines with large and/or complicated bodies of literature, such as Wildlife and Economics, can easily take over one hundred hours of part-time help to check, all of which must be monitored by a subject specialist/liaison or the Collection Development Officer. In contrast, a discipline in which the Library has strong holdings, and not many titles exist, such as Western Political History, 1865-1914, can be processed in detail relatively quickly (60+ hours). The methodology used for each of the assessments is in the assessment final reports. Assessment final reports and data sheets checked are in the Collection Analysis Project files. The models used to guide these assessments and final reports are in Appendices F and G. Some of the notes on these models have been expanded from those originally given to Task Force members in order to reflect questions that arose during the project, and to address questions that might arise outside of the project.

CONCLUSIONS

A. Policies:

The writing of collection development policies introduced several subject specialist/liaisons to a structured way to approach faculty

and to define the subject areas that are of interest on this campus. The amount of time a subject specialist/liaison spent on drafting a policy, reviewing it with faculty and other subject specialist/liaisons, and revising it averaged 20 hours, spread over several weeks. A policy involving several departments (film, as an example) is likely to take more revisions and time. The example policies gathered from the Association of Research Libraries, the University of Texas at Austin, and the University of Houston for similar subject areas made the first drafting of a policy to show faculty relatively easy for the subject specialist/liaisons. The Task Force's first recommendation therefore provides both a model and a program for writing collection development policies to guide future selection.

The Task Force urges that the first areas to be covered in the collection development policy program be areas in which an assessment is being conducted (i.e. computer science, mining, engineering) or a draft collection development policy exists. Future priorities for the program could be determined either by the Collection Development Officer in consultation with individual subject specialist/liaisons or by discussing priorities in a group subject specialist/liaison meeting at least once a year.

B. Collection Assessments:

The three planned collection assessments in Marketing, Wildlife,

and Western Political History (1865-1914) employed a variety of methods, including:

1. Conducting detailed shelflist counts of titles in a particular call number range and noting the publication date breakdown within call numbers.

2. Checking selected parts of book bibliographies from standard bibliographies, reference books, and Masters' and Ph.D. theses of the University, and also making compilations of book titles from lists of book reviews published in journals.

3. Checking the journals covered in standard indexes to the field against the Library's holdings of backfiles and current subscriptions.

4. Compiling a list of journals most cited in primary literature of the area or recommended by faculty, and checking the list against the Library's holdings for both current subscriptions and backfiles.

5. Selecting key topics or heavy use areas within a subject area and evaluating the Library's holdings, including their condition on the shelves.

6. Checking catalogs of major publishers in a subject area against the Library's holdings for completeness.

7. Checking a sampling of titles from a large bibliography in

which the Library is expected to have most titles, to determine whether further checking is necessary.

8. Analyzing Interlibrary Loan or Circulation statistics for patterns showing needs or wear of the collection.

These are only some of the possible methods for assessing a subject area or format area (such as film or state documents). Each of the three assessments used methods following the assessment plan model in Appendix F. The assessment final report model recommended by the Task Force is in Appendix G. A collection of possible methods and examples of assessment plans are in the CAP files, compiled from the literature and other CAP reports. Future assessments will need to consider each of the elements listed in Appendix F. The methods for analyzing these elements will need to be determined by the subject specialist/liaison in consultation with faculty. With the variety of patterns of literature and research interests across the disciplines, no one method can be recommended to be applied to all areas of literature (or film, software, etc.). The Task Force's recommendations therefore focus on an organization plan, emphasizing contact with faculty and students as a guiding factor.

The recommended scheduling of assessment plans is detailed in Appendix E, "Schedule for Collection Development Planning of Assessment Workload." The two factors that heavily influence the recommended schedule are the need to contact faculty and students who are available only for limited months each year, and the need to

obtain the results of the assessments before ordering deadlines in Acquisitions. Another factor beyond direct control of the subject specialist/liaisons or the Collection Development Officer is the potential unevenness of part-time help to support assessments throughout the year. This problem can be handled by having a limited number of assessments planned each year (3-5 at most, depending on the size of the subject area) and balancing the priority needs for assessment against other short term projects necessary for maintaining the Library collection. If hours are limited, selected steps within a plan could be carried out at one time of the year and other steps carried out as time is made available; the subject specialist/liaison should determine the preferred order of steps. Once the assessment program is in place the assessment plans should provide plenty of work for part-time help at the end of a fiscal year, a time when an influx of part-time money is usually available. The Collection Development Officer will need to consider workload of all concerned in the annual schedule for collection assessments.

The Task Force also recommends that priority support for an assessment program in 1985 include documentation of those assessments already partially done (Mining Engineering, Economics, Computer Science, and Mathematics are the prime examples). These assessments should be completed in accordance with the standards set forth in the Task Force's recommended models, Appendices F and G.

STAFF HOURS

Table A. Policies - Hours used.

Policies	Hours*/staff member
1. Geology	20/JB
2. Theatre and Dance	15/ML
3. Film Library	25/SB
4. Economics	15/AO,BS

Table B. Assessments - Hours used.

Full-Time Staff		Total Hours
1. Marketing	28/AD + 5/BS	33
2. Western Political History, 1865-1914	30/DLD + 18/ML	48
3. Wildlife	80/CF + 65/DD	145
4. Economics	10/DD + 6/AO + 2/BS	18

Part-Time Staff	
1. Western Political History, 1865-1914	67.5
2. Marketing	51.5
3. Wildlife	190.
4. Economics	106.
5. Miscellaneous**	65.

*Hours are approximate

**Miscellaneous included typing drafts, delivery of documents, xeroxing and gathering data for policies.

RECOMMENDATION

COLLECTION DEVELOPMENT POLICIES FOR SUBJECT AND FORMAT COLLECTIONS

FINDING: The Collection Development Officer should adopt a policy model for describing the subject areas and formats collected in the Library system, and direct subject specialist/liaisons (SS/L's), in consultation with faculty, to use the model to build a file of collection development policies governing subject and format selection.

SUPPORTING DATA: Several forms of collection development policies exist in the Library, often combining procedural policies with subject and format collection policy concerns. Those policies in effect which concern subject and format selection do not include all the factors suggested by the American Library Association's Guidelines for Collection Development, nor do they give detailed subject breakdowns necessary to describe research emphasis on campus.

WHO: Collection Development Officer and subject specialist/liaisons

HOW: The Collection Development Officer should adopt the policy model outlined in Appendix B of the Task Force on Collection Policies and Assessments Final Report, and then write and adopt a procedure for writing and approving new policies under the standards of the new model. (A proposed sequence for approval is in Appendix C of the Task Force Final Report.) Once the new procedure and model are explained to the subject specialist/liaisons, the Collection Development Officer should design a schedule and master plan for writing collection development policies for all subject and format areas, in consultation with

the subject specialist/liaisons and taking into consideration the priority areas suggested by the Task Force's Final Report.

The first annual schedule should include a review by the Collection Development Officer of all policies in effect or in draft form for possible rewriting, rejection, or approval under the standards of the new model. For subsequent annual schedules, a review process by the subject specialist/liaisons in consultation with faculty for all policies in effect should be built in to the schedule to see that policies are updated.

PRODUCT:

1. Procedure for writing and approval of policies, including policy model, adopted.
2. File of Collection Development policies.
3. Schedule for writing new policies.

WHEN:

1. Procedure approved by November 1, 1985.
2. File of policies, beginning August 1, 1985.
3. Review of all policies in effect or in draft form at present, September-November 1985.
4. Master plan and first annual schedule for writing new policies and reviewing those in effect; first due December 1, 1985, then annually in departmental planning thereafter.

RECOMMENDATION

COLLECTION ASSESSMENTS

FINDING: The Collection Development Officer should adopt the Task Force on Collection Policies and Assessments' planning and final report models as guidelines for subject specialist/liaisons (SS/Ls) carrying out an assessment. Once the models are adopted, the Collection Development Officer should educate the subject specialist/liaisons as to the different methods used in collection assessment that would fit within the models. As subject specialist/liaisons are trained, the Collection Development Officer should design an annual schedule each March for planning specific subject assessments, processing the tasks in these assessments, reporting the results, and implementing the recommendations from the assessments.

SUPPORTING DATA: Interviews with SS/Ls and faculty reveal that most are not aware of the scope of the present collection and want help in planning an assessment, and staff support in carrying out an assessment.

WHO: Collection Development Officer and subject specialist/liaisons

HOW: The Collection Development Officer should adopt the proposed models in the Task Force's Final Report and then incorporate training on assessments into the SS/L training schedule. As the SS/Ls are trained, the Collection Development Officer should consult with them on areas to be assessed beginning in the spring of each year, following the guidelines explained in Appendix E of the Task Force on Collection Policies and Assessments Final Report.

PRODUCT:

1. A written model for assessment to be given to all SS/Ls.
2. A training schedule for SS/Ls incorporating training in assessment methodology.
3. An action plan including an annual schedule to be produced April-May of each year by the Collection Development Officer and SS/Ls outlining assessment areas to be done. Schedules should include specific subject areas to be assessed, assignment of an SS/L to an assessment, and an estimate of staff support hours needed to carry out the assessment. The first annual schedule should include an accounting of those assessments completed or in progress, and first priority should be given to completing those assessments which are unfinished, using the standards of the new models.

WHEN:

1. Assessment models adopted - November 1, 1985.
2. Assessment schedule done as part of SS/L training program plan by October 1, 1985.
3. Action plan for program of assessments done by February 1, 1986; first schedule for the rest of fiscal year '86 due then also; subsequent schedules done in normal fiscal planning schedule (April-May) each year.

APPENDIX A

CHARGE FOR THE TASK FORCE ON COLLECTION DEVELOPMENT POLICIES AND ASSESSMENTS

1. The task force should review existing information on subject collection policies, policies for nonprint formats, and collection evaluation, including:

    a. A brief review of library literature on format of policies and collection assessment methods;

    b. Existing UW Library policies and draft policies;

    c. Existing UW Library collection assessment reports;

    d. Information on assessments currently in progress or which have been completed.

2. The task force should develop a standard form for subject collection policies. It should also consider how this form might be modified for non-print media and other special cases.

3. The task force should prepare several representative subject collection policies for the UW Library. It should consider:

    a. Procedures for developing and ratifying subject collection policies;

    b. Definition of the collection policy roles of library staff and teaching faculty (in coordination with the Task Force on Organization and Staffing).

4. The task force should investigate various approaches to collection assessment. It should:

    a. Choose two or three specific subject areas and draft collection assessment proposals for these;

    b. Carry out the collection assessments within the time limits of the project;

    c. Prepare written reports on each of the assessed areas;

d. Report on the effectiveness and value to the UW Library of the various assessment methods which have been employed.

5. The task force should consider the impact of current or expanded off-campus services when writing collection development policies and conducting collection assessments.

6. The task force should prepare and submit a written report proposing a standard format for subject collection policies, and a model for collection assessments which may be used as guidelines by all persons involved in the collection development process. This report should also include a proposed schedule for continuing collection assessment and collection development policy formulation and approval. The collection development policies formulated by the task force will be appended to this report. The collection assessment reports will be summarized in the report; complete assessment reports will be filed in the Collection Development Office for future reference. The report will be due to the CAP Study Team by October 1, 1984.

APPENDIX B

COLLECTION DEVELOPMENT POLICY: SUBJECT MODEL*

TITLE

I. Location of Collection: _____

II. Agency Fund Code: _____

III. Overall Collecting Level: ____ (assigned after assessments)

IV. Purpose: (An introductory paragraph describing degree programs, research programs, special labs supported, etc.).

V. General Collection Guidelines:

a. Languages: Language codes can be used here if needed.) Use Research Libraries Group (RLG) codes.

b. Chronological Guidelines: (What time periods are covered.)

c. Dates of Publication: (assign limits if applicable)

d. Geographical Areas: (subject-oriented limits such as "oil fields primarily in Wyoming"; "education primarily in U.S.")

e. Place of Publication, Noted Publishers, or Special Conditions, Limits on Publishers.

f. Types of Material Collected: (formats)

g. Types of Material Excluded:

h. Other General Considerations:

VI. Statement of Collection Strengths and Weaknesses: (Mention here special collections, memberships, blanket orders, high risk collections, large standing orders, etc.)

VII. Subject Subdivisions:
(Break down subject areas into short subtopic statements with the name of each subtopic underlined. See other policies for examples. In a column to the right of each subtopic, rank the existing collecting levels. Planned collecting levels may also be noted if collection is undergoing a major change. Use the RLG Codes for collecting levels with pluses or minuses if needed.)

*This model can be adjusted to be a policy model for collections in a particular location, format, or under other unique conditions. See Collection Development Office files for examples.

EXAMPLE:	Collecting Levels (Use RLG Codes) (existing/planned)
Computer Programming Languages: Semantics of programming languages plus examples of commonly used programs and programming solutions.	3/3+

VIII. Related Subject Areas: (Mention other related subject policies for cross reference or mention subject overlaps in general).

IX. Impact of Regional, National, or Local Cooperative Programs:

X. Other Considerations: (Possibly mention high risk materials here, with policies on duplicates, replacements, weeding or whatever else does not fit into the categories above.)

(At end, give policy writer's initials and date of draft - DD 5/85.)

APPENDIX C

CREATION AND APPROVAL PROCEDURE FOR COLLECTION DEVELOPMENT POLICIES

1. The Collection Development Officer makes assignments to appropriate subject specialist/liaisons (SS/Ls) to draft a policy, after consulting with them on areas needing a collection description.

2. The SS/L drafts a policy using the model in Appendix B in conjunction with teaching faculty of the campus department or departments involved.

3. The draft is reviewed by the Collection Development Officer for wording, style, revision, and approval. If necessary, the Collection Development Officer will submit the policy to the Collection Development Committee for its input.

4. Once approved by the Collection Development Officer, the policy proceeds to the Director of Libraries to be reviewed and given approval for public distribution.

5. If at any step a major revision is made, the policy should be taken to the faculty concerned, for their review.

6. The final policy is announced in the Tear Sheet, and filed in the Collection Development Office.

7. The policies should be reviewed each year by the SS/Ls on a schedule set by the Collection Development Officer.

APPENDIX D

RESEARCH LIBRARIES GROUP (RLG) COLLECTION DEVELOPMENT MANUAL

2nd Edition 1981, Chapter 2, pp. 1-2

(Collecting Level Codes)

2.1 RLG CODES

In RLG documents, numbers 0 through 5, supplemented when necessary by an appropriate language code, describe existing collection strength and current collecting intensity. It is important to emphasize several points:

A. These values assume a national perspective, broad cognizance of the holdings of the largest and best collections, and knowledge of current publication and book trade data.

B. When the value describes existing collection strength, it should relate to (or at least not be in conflict with) national shelflist measurement. The value should reflect what is really on the shelves.

C. When the value describes current collecting intensity, it represents actual collecting practice (i.e., what is really being added to the collection each year) not policy (what ought to be) if that policy is being imperfectly observed.

D. For RLG purposes, the most crucial distinction is that made between a level 3 collection and a level 4 collection. Level three collections are adequate for local needs; level four

collections are national investments, attracting scholars and researchers who normally work elsewhere.

The numbers are defined as follows:

0. Out of Scope: The library does not collect in this area.

1. Minimal Level: A subject area in which few selections are made beyond very basic works.

2. Basic Information Level: A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a few major periodicals, in the minimum number that will serve the purpose. A basic information collection is not sufficiently intensive to support any courses or independent study in the subject area involved.

3. Instructional Support Level: A collection that is adequate to support undergraduate and MOST graduate instruction, or sustained independent study; that is, adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals,

and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4. Research Level: A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.

5. Comprehensive Level: A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research.

APPENDIX E

SCHEDULE FOR COLLECTION DEVELOPMENT PLANNING OF ASSESSMENT WORKLOAD

April-May: In this beginning period a subject specialist/liaison defines needs and limits of an assessment in consultation with faculty and the Collection Development Officer. A subject specialist/liaison should ask for advice from faculty on what lists, bibliographies or particular subject emphasis an assessment plan should include. If the subject area chosen is a large discipline with a diverse body of literature, the subject specialist/liaison should draft the outline of a collection development policy in order to narrow the assessment to what needs to be checked. He/she should also review what methods other than list checking are possible, such as shelflist counts, citation analysis, etc.. A master file of collection assessment plans, methods, and reports will be kept in the Collection Development Office for reference.

June-August: Once the limits of an assessment are defined, a subject specialist/liaison should begin collecting the actual lists to be checked, and read each list to eliminate irrelevant titles. At the end of this phase, a subject specialist/liaison should have an assessment plan written (see Appendix F), the methodology chosen, the number of titles needing to be checked marked on each list, and an estimate of the number of part-time hours needed for each step in the assessment. After gathering this data, the

subject specialist/liaison will need to confer with the Collection Development Officer on the priority and demands of the assessment versus other collection development projects. For a large discipline, such as Economics, or U.S. History, the assessment may need to be broken into pieces, with emphasis being placed on areas of research and instructional significance, while other pieces might be considered in another planning period.

Part-time hours needed can be calculated on the basis of making 30-50 title checks per hour. In contrast, most typists can type only 15-20 order cards per hour. If a particular item needs to be checked under more than one title, or in more than one source (serials checklist and LINX for example), each check must be taken into account. By reading the lists, the subject specialist/liaison should be able to calculate if the list will be a slow one to check (30 titles an hour) or a faster one (50 titles an hour). The reading will also prepare the subject specialist/liaison for training the part-time help in any specialized procedures which might be needed.

July-August: Subject specialist/liaison submits an assessment plan to the Collection Development Officer for approval or revision during this time period or before. After the plan is approved and the part-time hours are allocated, the assessment begins and ends according to the plan's scheduled dates. The recommended sequence of the assessment steps should be detailed by the subject

specialist/liaison at this stage. The Collection Development Officer is responsible for assignment and basic training of part-time clerks, and for monitoring the progress of the clerks through the assessment steps according to the assessment schedule. The subject specialist/liaison is responsible for providing procedures for the part-time help to follow for each step of the assessment. For example, a subject specialiast/liaison should specify how lists are to be checked or marked, or how orders are to be typed. If a step is particularly complicated, the subject specialists may be asked to train a clerk for a particular project, and monitor that clerk's progress closely.

August-September-October
or
October-November-December: This is mainly a data gathering period for the part-time clerks. As each step in a proposal is completed, the subject specialist/liaison will need to analyze the results. With one clerk working 10-15 hours per week, two assessments probably could be completed each fall in 5-7 week blocks; more clerical help would mean more assessments completed. Once the list checking is completed, a photocopy of the lists should be made as a record of the work done and for potential future use in another assessment. Any problem with the assessment progress should be reported to the Collection Development Officer as soon the problem is discovered. Adjustments made to the initial methodology should be noted in the final report.

January-February: Subject specialist/liaison writes final report on

the assessment (see Appendix G), and makes recommendations according to findings. Report should be finished in time for clerical help to type orders before deadlines in Acquisitions. Faculty contact will be needed again before making final recommendations for ordering, cancellations, or possible weeding. The combination of the assessment data and the outline of a collection development policy, written in the beginning period, should allow a subject specialist/liaison to have a completed collection development policy included in the final report if the subject area merits one.

APPENDIX F

ASSESSMENT PLAN MODEL

Elements to be included or answered in each subject assessment proposal:

1. Serials: The subject specialist/liaison should decide how important serials are to the discipline and how to evaluate the Library's holdings. The subject specialist/liaison should also evaluate the importance of serial backfiles for a discipline's research. For example, for the Library's holdings supporting research in Western history, a subject specialist/liaison may decide newspaper holdings should be evaluated. As part of this step, a subject specialist/liaison would select a list of newspapers describing the West, and check them against the Library's holdings for complete runs or a select number of years.

2. Current monographs: The subject specialist/liaison should decide how important current monographs are to the discipline and how to evaluate the Library's holdings. In a subject area where there are a large number of undergraduate majors, a subject specialist/liaison may decide to check the Library's holdings against a list of books being reviewed in current journals, for example.

3. Retrospective monographs: The subject specialist/liaison should decide how important older monographs are to the dis-

cipline and how to evaluate the Library's holdings. In subject areas such as literature or philosophy, a subject specialist/liaison may choose to check critical bibliographies of a few authors' works against the Library's collection as a major part of an assessment.

4. Other formats or special collections such as pamphlet file or audio-visuals: The subject specialist/liaison should decide how important these materials are to the discipline and how to evaluate the Library's holdings. In the subject areas of business or engineering, a review of the company reports and technical reports in various files may be of importance in an assessment.

5. Faculty and students: The subject specialist/liaison should consider which faculty or students would be concerned about the results of an assessment or might be able to provide guidance at the beginning or the end of the assessment. The subject specialist/liaison should decide how interested patrons might be contacted for input (by survey, meeting, phone, other).

Written Plan Outline- Format of plan turned in to Collection Development Officer:

I. Statement of Purpose and Definition: Short paragraph giving definition of assessment title, and programs in the University it is likely to serve, reasons for choosing this par-

ticular subject area over others.

II. Chart of steps:

WHAT: List data gathering and analysis steps, in chronological order if possible; titles of lists or bibliographies to be checked, with approximate number of titles or items to be checked; procedures to contact faculty; a description of types of processing needed; i.e., public catalog check, BIP check, serials list check, LINX check or other.

WHO: Students, SS/L.

HOW: Special tools needed, if any; word processing needed; trips to another library, etc.

WHEN: Date expected to complete.

Other Considerations: Include paragraph explaining any unusual steps or difficulties foreseen in the assessment.

APPENDIX G

ASSESSMENTS: FINAL REPORT

I. PURPOSE: Define the assessment and give reasons for choosing the subject area; list campus departments interested, a description of their major programs, and any general considerations that affected the whole assessment.

II. METHODOLOGY: Give the assessment steps as listed in the assessment proposal, plus any others that may have been added with explanation as to why the methods were used.

III. FINDINGS: Summarize findings statistically or otherwise, and note where methods had to be changed or modified. Note in particular what was most time-consuming, any problems with processing, approximate hours spent on the project, and student hours spent on the project.

IV. ANALYSIS: Rate the findings of each step noted above as to its significance, and make comments or explanations. Assessor may want to combine both findings and analysis in one section, depending on how statistics are compiled, or how much explanation may be needed for a particular method. Be sure to analyze each method and finding. Note faculty comments or reactions here as related to findings.

V. RECOMMENDATIONS: Make specific recommendations for action in response to analysis. Give a list with a projected date for completion, with recommendations as to who should carry them

out. If recommendations require extra staffing or other help or equipment, mention what is needed or ask the Collection Development Officer for guidance. For example, if assessment shows many titles missing, ask for help in typing orders, a time-consuming process; if the assessment shows critical book and journal backfile gaps requiring retrospective purchasing which exceeds the normal allocation, ask for the amount of funding needed to bring the collection into shape.

APPENDIX H

FILM LIBRARY

Collection Development Policy

Location of Collection: Audio-Visual Services, Knight Hall, University of Wyoming

Agency Fund Code: 2-17515 (Library Acquisitions)
4-62430 (AV revolving account)
2-17505 (Library office supplies)

Overall Collection Level: 3

Purpose: The purpose of the University of Wyoming Film Library is to acquire and circulate high quality films and video materials. The instructional needs of the University faculty and staff are of prime importance (see expanded information under (h) Other General Considerations). Because the University of Wyoming is a state-supported school and the Film Library is the only film rental library in Wyoming, there is also a need to provide materials to users throughout the state. As a result, Audio-Visual Services (AVS) is partially self-supporting. It also rents films and videos regionally and nationwide.

General Collection Guidelines:

a. Languages: no limitations

c. Dates of Publications: New acquisitions are primarily not more than 5-7 years old. However, in some cases older material will be considered.

d. Geographical Areas: No limitations. However, western rural subjects are given slightly more consideration than eastern urban areas.

e. Place of Publication or Noted Publishers: Some publishers/distributors do not make their materials available to university film rental libraries. These restricted materials cannot be used off campus and are considered under special criteria (see Other Considerations). If there is a fee for previewing materials prior to purchase, Audio-Visual Services does not pay for this. The material will be previewed if the department requesting it agrees to pay the fee.

f. Types of Material Collected: Until 1981 the only format collected was 16mm film. Before that time, there had been three series in 3/4" video donated to the Film Library. In 1981 the BBC Shakespeare Series on 3/4" (16mm format was not available) was obtained. Most educational material at that time was produced on 16mm film or 3/4" video. In the last three years video shift has been to 1/2" VHS.

At this time, the priority format is 16mm film (see Statement of Collection Strengths and Weaknesses.) The reasoning is

that the faculty can always use 16mm film (AVS also provides hardware) while the rental clientele often cannot use video. Dubbing onto video format is possible. However, copyright laws require a substantial fee for this. Monetary restrictions at this time make it necessary to use primarily one format. Furthermore, because of technical and economic factors, it is not practical to dub from video to 16mm film.

When purchasing material restricted to campus use only, AVS will purchase in whatever format is most practical for planned users on campus.

g. Types of Material Excluded: Due to lack of space and personnel, all other non-print materials are excluded at this time.

h. Other General Considerations: AV material is used for faculty, staff and general audiences. Not only is the purchase priority for faculty and students, but also a wide variety of University programs (i.e. Agriculture extension agents, staff development programs, administrative functions, the Education Department lab school, etc.).

Requests to purchase films come from several sources. A request from faculty or staff is the first priority. AVS works closely with film/video distributors to preview current products in all fields and often asks for faculty and staff to preview items. AVS also purchases in areas

that traditionally have high usage, and in areas which have high interdisciplinary use.

Statement of Collection Strengths and Weaknesses:

The Film Library has a collection of 2,884 16mm film titles, with a total print collection of 3,284 (includes duplicate prints of some titles). At the current time the Film Library has 89 3/4" video titles and 7 1/2" VHS titles (there are on order 64 new 1/2" VHS titles). In the current year (1983-84), there were 1,460 campus bookings and 4,204 off-campus bookings. The collection includes films/video ranging from primary through college/adult level interests. However, 67.4% of the collection is considered applicable to college-level audiences. AVS conducted a statewide survey in the Spring of 1984, seeking information on film and video hardware usage in the public schools. The results showed that 16mm film was the predominant choice of formats (see Attachment I).

At present, for many of its functions, AVS is dependent on its rental budget. AVS has a strong rental revenue and has been able to increase this in the past 10 years (see Attachment III). Until fiscal year/83, AVS was given virtually no money for acquisitions. For two years in the late 1970's it was given $8,000 for film purchases. Other than that, the Film Library acquisitions were from rental revenue. In the past two years AVS has been allocated $50,000 annually for film/video purchases, which is continuing for the 1985-1986 biennium.

Faculty requests for films date back several years and new requests are currently coming in. AVS tries to honor as many requests as possible. Faculty requests are expected to increase substantially as AVS's services and holdings expand.

As with every university rental film library in the country, the current question is in what format to purchase materials. The faculty requests at this point are still approximately 80-90% 16mm film. However, there is a definite percentage requesting a video format. Before purchasing video several things must be considered: 1) AVS has no inspection equipment budget to be able to take care of the video. One inspection machine is needed (approximately $6-7,000) per video format. No existing inspection machine for video can inspect more than one format, i.e. 1/2" VHS, 3/4", etc.. 2) A recent survey of campus hardware (see Attachment II) provided little help in suggesting in which format to purchase video, 1/2" VHS, 3/4" Beta, Disc or something yet to come. Because of copyright restrictions, duplication of these formats cannot be made without a substantial fee. 3) Often this material is "restricted"-it cannot be used off-campus, indicating no rental income. However, it is often highly technical and would not have general rental appeal anyway.

Subject Subdivisions: Below are listed the colleges and departments within the University, ranked by the number of films that might be used in that discipline. There are 378 subject headings for films/videos, with the 2,884 titles overlapping many areas. This is a very general count and the accuracy is questionable in that a subjective decision was made on what a professor would choose for a class. In reality, it is amazing how films are used - often a title that one would not choose for a specific class will be picked by the professor and used quite effectively.

RANK	COLLEGE	DEPARTMENT	# OF FILMS/VIDEO
1	Arts & Sciences	History	1358
2	Arts & Sciences	Political Science	880
3	Arts & Sciences	Sociology	796
4	Education	Vocational Education	766
5	Education	Educational Foundations	761
6	Argiculture	Home Economics	746
7	Arts & Sciences	Zoology	738
8	Arts & Sciences	Psychology	734
9	Arts & Sciences	American Studies	704
10	Health Sciences	Nursing	654
11	Agriculture	Range Management	645
12	Arts & Sciences	Anthropology	542
13	Arts & Sciences	Geography	534
14	Agriculture	Animal Science	481

15	Arts & Sciences	Social Work	467
16	Arts & Sciences	Parks and Recreation	458
17	Arts & Sciences	English	451
18	Agriculture	Plant Science	433
19	Law	Law	386
20	Education	Univ. Lab School (Prep)	364
21	Agriculture	Agriculture Economics	345
22	Arts & Sciences	Botany	343
23	Education	Counselor Education	335
24	Arts & Sciences	Physics	317
25	Comm. & Industry	Business Administration	313
26	Arts & Sciences	Biology	305
27	Geology	Geology	273
28	Education	Special Education	267
29	Human Medicine	Human Medicine	258
30	Arts & Sciences	International Studies	248
31	Arts & Sciences	Economics	240
32	Agriculture	Microbiology	233
33	Arts & Sciences	Languages	216
34	Engineering	Water Resources	214
35	Arts & Sciences	Mathematics	210
36	Agriculture	Agriculture	208
37	Education	Curriculum & Instruction	202
38	Engineering	Electrical Engineering	198
39	Arts & Sciences	Wildlife	193
40	Engineering	Mineral Engineering	187

41	Arts & Sciences	Theatre and Dance	178
42	Arts & Sciences	Communications	172
43	Engineering	Civil Engineering	152
44	Engineering	Mechanical Engineering	143
45	Arts & Sciences	Astronomy	133
46	Arts & Sciences	Art	119
47	Engineering	Atmospheric Science	116
48	Engineering	Petroleum Engineering	105
49	Arts & Sciences	Chemistry	93
50	Comm. & Industry	Acccunting	84
51	Agriculture	Bio-Chemistry	55
52	Health Sciences	Paramedic, Dental, Med Tech., Speech Path.	55
53	Education	Physical Education	52
54	Arts & Sciences	Music	51
55	Engineering	Chemical Engineering	51
56	Arts & Sciences	Statistics	49
57	Education	Educational Administration	42
58	Arts & Sciences	Philosophy	35
59	Arts & Sciences	Journalism/Telecommunications	34
60	Health Sciences	Pharmacy	24
61	Arts & Sciences	Computer Science	6

Date compiled: 9/84

Some notes of explanation:

1) Computer Science has just added several new video titles. This is a new field and it takes time to get films and/or video into circulation.

2) Some of the fields seem very sparse. This is a result of several reasons: no requests from professors; a lack of quality films or video in the area; in some cases there are few titles in a field, but the majority of them are new, high quality and, in that case, the field is adequately covered.

3) The reverse is also true. A high number of titles does not necessarily mean adequate coverage if the titles are out-of-date, poor quality, or not specific enough for the professor's needs. (See Other Considerations for information on withdrawing and weeding old and/or poor films.)

Impact of Regional, National or Local Cooperative Programs: The Wyoming Council for the Humanities (WCH) Resource Center is housed at Audio-Visual Services. The materials purchased are booked, shipped and checked by the AV staff. The WCH Director is located in the offices of the Humanities Council, and is responsible for new purchases, etc. dealing with that particular collection. AVS rents the collection for a standard fee.

Regional and national distribution of films/video is a significant part of the income for this library. Therefore, spe-

cial attention is paid to this area of rental films. However, 67.41% of the collection is considered applicable to college-level audiences.

Other Considerations: The selection of materials is coordinated by a film evaluation and selection specialist working with faculty and staff from the University. Purchase priorities are on the basis of University needs as reflected in faculty evaluations and reviews, as well as on the basis of circulation potential, quality of the item, and availablilty of funds.

The following criteria are used in judging film and video material:

-Appropriateness of material to the Film Library collection, how the material fits in the present collection, and whether it is educational;

-needs of clientele;

-current holdings of the Film Library in that subject area;

-distributor reliability and quality of supplementary materials and information;

-content accuracy, currency, and impartiality;

-image and sound quality;

-potential uses, particularly interdisciplinary ties.

Faculty and staff evaluations and recommendations provide a basis for media acquisitions. AVS does not allocate its acquisition funds for each department's use. Departmental use and requests vary greatly and change from year to year. Current holdings also determine what will be purchased in specific areas.

Withdrawing titles from the collection is considered part of the selection process. Materials that are no longer useful are withdrawn from the collection on an ongoing basis. Because of a shortage of personnel, this process is not as up-to-date as it should be. Factors which lead to withdrawal of a title include outdated subject matter, age of material (newer editions may be available), physical deterioration of the item, and declining circulation. If the material judged possesses historical value, it is transferred to Audio-Visual's "Special Section."

Audio-Visual Services is in a state of change. For the first time it has been given an acquisition budget, and it has a Collection Specialist. The next 2-3 years should see more structure given to the collection/development process and more faculty/staff campus involvement.

So far, University departments do not pay for the services which Audio-Visual Services provides. Services have been provided in the past mainly through the rental monies brought in.

The University of Wyoming Audio-Visual Services supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the "Library Bill of Rights" of the American Library Association, the "Freedom of View" statement of the Educational Film Library Association, and the "Statement of Intellectual Freedom" of the Association for Educational Communication and Technology.

SB 3/85

APPENDIX H

AUDIO-VISUAL SERVICES - HISTORICAL DATA

ATTACHMENT I -

PUBLIC SCHOOLS IN WYOMING
Survey

Current # of Projectors in Use-1984		Percent of Total
16mm Projector	903	60.48%
1/2" VHS	243	17.7 %
3/4" videocassette	126	9.53%
Beta	28	2.12%
Videodisc	31	2.34%

Future Equipment Purchases

16mm Projector	83	40.89%
1/2" VHS	75	36.95%
3/4" videocassette	31	15.27%
Beta	2	.9 %
Videodisc	12	5.9 %

ATTACHMENT II -

Number of Projectors on Campus (not distributed by A-V Services):

16mm Projectors	65
1/2" VHS	32
3/4"	27
Beta	2
Videodisc	1

ATTACHMENT III -

AUDIO-VISUAL SERVICES BUDGET INFORMATION

REVOLVING ACCOUNT:

Beginning Balance - CASH

1975-76	19,200
1976-77	1,340
1977-78	930
1978-79	3,930
1979-80	4,650
1980-81	1,110
1981-82	3,220
1982-83	6,920
1983-84	1,338

Actual Cash Earned:

1975-76	$ 29,600
1976-77	18,760
1977-78	17,350
1978-79	25,970
1979-80	26,570
1980-81	27,600
1981-82	39,400
1982-83	35,500
1983-84	37,370

APPENDIX I

ECONOMICS

Collection Development Policy

Location of Collection: Primarily in Coe but materials relating to environmental issues and some other economic issues will be housed in the Science Library.

Agency Fund Code: 1140, plus funds supporting data tapes or audio-visual materials.

Overall Collecting Level: 4

Purpose: To support present and anticipated teaching and research through the doctoral level and faculty research in Economics. While the primary interest is centered in the Economics Department, faculty and students in other University departments and schools, especially in the Arts and Sciences, and Business have specific interests in one or more areas of Economics. There is an Arts and Sciences degree option.

General Collection Guidelines:

a. Languages: English will be the primary language of the collection. Works published in French, German, and Russian will be purchased in the original and in English translation, when available. Works published in other languages will ordinarily be purchased in English translation only.

b. Chronological Guidelines: Emphasis will be on the 20th Century and secondarily on the 18th and 19th Centuries. Materials on earlier economic conditions will be purchased selectively.

c. Dates of Publication: Emphasis is on current works, with non-current materials selectively purchased. No preference will be given to original printings or editions over reprints. Microform reproductions will be acquired when original publications are not available or are prohibitively expensive.

d. Geographical Areas: Major emphasis will be on the United States, Europe and Asia, especially India and China. Works on economics in other foreign countries, especially those on developing nations, will be collected extensively.

e. Place of Publication or Noted Publishers: McGraw-Hill, Kelly, Yale University Press, Harper & Row, Oxford University Press are the noted publishers.

f. Types of Material Collected: Most materials acquired will be in the form of books and periodicals, although data tapes can also be included. In addition to monographs and serial publications, encyclopedias, dictionaries, atlases, directories, proceedings of conferences and congresses, transactions and reports of societies, statistical publications of the United States Government, the United Nations, and

related agencies such as the International Monetary Fund are collected.

g. Types of Material Excluded: Textbooks below the college level will not usually be purchased. Lower division textbooks will also be excluded.

h. Other General Considerations: The Government Documents Collection provides additional resources for students of economics.

Statement of Collection Strengths and Weaknesses: The approval plans with Blackwell North America and B.H. Blackwell are bringing most, if not all of the current output of U. S., Canadian, and British publishers in the field of economics. Blanket orders with publishers also bring in many titles of interest to the field. Standing orders for series need to be reviewed critically with the intent of determining whether they are meeting the needs of the faculty and students of the Department.

Subject Subdivisions:	Collection Level
Economic Theory and Its History: Includes economic thought from ancient times to the present. Works on past and present economists and schools of economic thought are collected. Works on Microeconomics and macroeconomics are also purchased. Microeconomics is emphasized in the University of Wyoming Department of Economics.	4

Economic Development: Includes the theory of growth and development of economic thought and its application to underdeveloped areas. 4

Economic History: Changing intellectual foundations of 20th Century economic thought from medieval to modern times. Emphasis on Middle Ages, feudalism, Protestant ethic, mercantilism, physiocracy, utopian socialists, Marxian economics, the German historical school, neo-classicism, marginalism, the Austrian economics, institutionalism. 4

Industrial Organization and Regulation: Application of market and price theory to problems of concentration, size, competition, anti-trust; close-knit and loose-knit combinations; business practices; price leadership and discrimination; delivered pricing; fair trade; unfair competition and price policy. 4

International Economics: Includes international trade and trade controls, balance of payments, exchange rates, foreign investments, and foreign aid. 3

Labor Economics: Includes industrial relations, wages, employment and unemployment, working conditions, social insurance, and trade unions. 3

Public Finance and Fiscal Policy: Includes fiscal policy and budgeting procedures of national, state and local governmental bodies, public debt, and taxation theory. 3

Resource Economics: Analysis of resource development projects and environmental change, cost-effectiveness analysis and other quantitative techniques used in evaluating resource projects, and public policy issues concerning man's environment. 3

Welfare Economics: Application of ethical standards of evaluation to economic systems, supply and demand, consumer sovereignty and the regulation of industry. 4

Quantitative Economics: Application of mathematical analysis to economic problems. 3

Related Subject Areas: Business, Mathematics, Statistics, Finance, Public Law.

Impact of Regional, National or Local Cooperative Programs: The Institute for Policy Research (IPR) is the research unit of the University of Wyoming focusing on the broad spectrum of administrative and social science policy issues. The Institute's research is supported by the private sector, and state and

federal governmental agencies. The Institute encourages and assists individual faculty members and students in conducting their own research programs.

APPENDIX J

GEOLOGY

Collection Development Policy

Location of Collection: Geology Library, Science Library, Coe Library, Laramie Projects Office Library, Wyoming Water Research Center

Agency Fund Code: 1072

Overall Collecting Level: 4

Purpose: To support Geology and Geophysics and the Wyoming Geological Survey, and the teaching functions of the Department of Geology and Geophysics leading to degrees through the Ph.D. Graduate specialties are geothermal studies; invertebrate, vertebrate, and micropaleontology; geochemistry; oceanography; coal; economic geology; hydrology; remote sensing; geomorphology; igneous and metamorphic petrology; geophysics; sedimentology; structure and isotope geology. Petroleum geology, statistical and mathematical geology, and petroleum migration are also of interest. While concerns for most of these fields lie primarily within the Geology department, students in other areas also have strong interest, such as geographers' interest in geomorphology.

General Collection Guidelines:

A. Languages: English, French, German, Spanish and Russian materials are collected most heavily, with more selective

material in Chinese, Japanese, South African, Egyptian, Indian and other European languages. When English translations are available, they will generally be favored over the original. The Library participates in a very large exchange program which provides materials in a variety of languages.

b. Chronological Guidelines: Generally, there are no limitations. All geologic periods are of interest.

c. Dates of Publications: Emphasis is on acquisition of material published from any date in many of the fields of interest. Acquisitions of earlier publications are made to complete sets and serials, to replace and duplicate heavily used standard material when lost or worn, and to strengthen a developing research area. Reprints are purchased in lieu of original printings or editions. Microform reproductions are acquired when that is the only form available.

d. Geographic Areas: Coverage is world-wide with emphasis on the Western Hemisphere and especially the Rocky Mountain Region including Wyoming, Montana, Colorado, New Mexico, Utah and Idaho.

e. Place of Publication or Noted Publishers: The major publishers of geological materials include Elsevier, Springer-Verlag, Wiley, and university presses. University Microfilms International furnishes doctoral theses on microfiche. A variety of foreign book sellers are used for

foreign publications rather than the foreign publishing houses.

f. Types of Materials Collected: Acquisitions are generally in the form of monographs and serials. Primary literature routinely collected are field trip guidebooks; U.S., regional, and state geological survey publications; Wyoming theses and dissertations on geology; proceedings, conferences, and symposia of geological congresses and institutes; theses and dissertations from other universities on geology; and directories, dictionaries, handbooks, and encyclopedias. Maps are an integral part of the geologic study, as well as an important information source in various aspects of research. To serve the disciplines in this department, a variety of maps are required, such as geologic, tectonic, topographic, stratigraphic, physiographic, bathymetric, geophysical, and index maps. Other materials have minimal significance. Government documents collected in the Geology Library are duplicates of material found in Coe documents but are necessary to the Geology Library because of high use. Selected documents collected include professional papers, bulletins, water supply papers, and circulars of the United States Geological Survey. Some Bureau of Mines reports, Smithsonian publications, minerals yearbooks, and water resources abstracts are also collected.

g. Types of Materials Excluded: Manuscripts, aerial photographs, well logs, core samples and drill cuttings from

drilled oil and water wells are generally excluded from the collections. A separate remote sensing laboratory catalogs all types of aerial photographs, and the Wyoming Geological Survey collects and catalogs well logs and core samples with both being available for research and study.

h. Other General Considerations: The active exchange program of the Department's publication, "Contributions to Geology," as well as the publications of the Wyoming Geological Survey annually channel a great deal of valuable geological material, much of it available only on an exchange basis, into the Library holdings. This includes foreign literature, state geological survey publications, government documents, and maps. There are several subjects outside of, but related to, the field of geology, such as geomorphology, geophysics, oceanography, remote sensing relating to geology, petroleum geology, and economic geology that are included in the collection.

Statement of Collection Strengths and Weaknesses: The Library has complete holdings of publications by the American Association of Petroleum Geologists, Geological Society of America, Society of Economic Paleontologists and Mineralogists, American Institute of Petroleum Geologists, Society of Exploration Geophysicists, and the Society of Economic Geologists. Complete coverage also is obtained through standing orders from the Montana Geological Association, Rocky Mountain Association of Geologists, Intermountain Association of

Geologists, Wyoming Geological Association, and the New Mexico Geological Society. Standing orders for all geology theses and dissertations from University Microfilms International are complete since 1981. The Blackwell North America approval plan offers all geological materials from major science publishers. Publications from state geological surveys of the United States and Canada, United States Geological Survey, foreign geologic maps, selected government documents, and serial and periodical publications from several foreign countries are acquired through the exchange program.

A weakness or gap occurs in the collection when an exchange agreement is discontinued by the publisher without notifying the Geology Library. Without notification, the Geology Library sometimes misses several issues of a publication before it is realized that the exchange has ceased. Issues missed through exchange are often very difficult to obtain if they are still available. A new standing order has to be installed to start receiving the publication again.

The collection is weak in geological literature from the Asian, South African and the English speaking foreign countries. There is only a small amount written in these countries and it is difficult to find a vendor or publisher that can supply these publications. A more concentrated effort has been made to collect these in recent years.

Because library holdings across campus are satisfactory in the fields of coal, water, and oceanography, the Geology Library collects little in these areas, and refers patrons to other libraries when necessary.

Subject Subdivisions:	Collecting Level
Geothermal Studies:	3
Paleontology: Includes vertebrate and invertebrate paleontology and such specialities as micropaleontology, paleoecology, and paleobotany.	4
Geochemistry: High temperature and high pressure geochemistry, special interest in isotope geology, environmental chemistry, petroleum geochemistry, bio- geochemistry and diagenesis and petroleum migration.	4
Oceanography: Also includes marine geology, marine chemistry, chemical oceanography and deep sea research.	3
Coal: Includes solid fuels, coal petrology, and environments of deposition.	3
Economic Geology: Metallic and nonmetallic mineral deposits, geothermal and hydrothermal ore deposits, introductory petroleum geology.	5
Hydrology: Water chemistry and ground water geology.	2
Remote Sensing: Emphasis on multraspectral	4

imagery, thermal imagery, air photo interpretation and photogrammetry.

Geomorphology: Environmental geomorphology, glacial geology, geomorphology of the Rocky Mountains, and quaternary stratigraphy. 4

Petrology: Includes igneous and metamorphic petrology, volcanology, and experimental petrology. 5

Geophysics: Emphasis on magnetism, heat flow, electricity, gravity, seismology, physical properties, filtering, and data processing. 5

Sedimentology: Marine and nonmarine sedimentary rocks, sedimentary tectonics, experimental sedimentology, and sedimentary processes. 5

Structure: Includes plate tectonics, regional structure of Rocky Mountains, rock mechanics structural petrology, statistical structure geology, and structural modeling. 5

Mineralogy: Special interest in clay mineralogy and crystallography. 3

Maps: All languages are considered with English as the primary language selected. The collection is developed worldwide with emphasis on the Western 4

Hemisphere, and with special concern for the Rocky Mountain region. Bibliographies, indexes, and reference guides to map materials are also acquired to assist in locating desired information. Emphasis is on acquisition of sheet maps, wall maps, and folios. Standing orders and the exchange program assure a comprehensive coverage in maps on selected areas of the United States and foreign countries.

Related Subject Areas: Geographers use the library materials frequently because of their interest in geomorphology. Petroleum engineers use structure materials, remote sensing, petrology, and mineralogical literature contained in the Geology Library. There are also overlaps between materials found in the Science Library and Geology Library on physics and astronomy. Paleontological material is often used by botanists and by engineers in the study of the origin of coal.

Impact of Regional, National, or Local Cooperative Programs: Acquisitions of publications dealing with hydrology are limited to ground-water and water chemistry. Patrons interested in hydrology depend on Coe, Science, Coe Documents, and the Wyoming Water Research Center to satisfy their needs. Publications on tar sands and oil shale are also limited in the collection. Patrons must depend on the Laramie Projects Office Library for needed materials in this area.

Approximately 23% of Geology's circulation results from requests through Interlibrary Loan. This material consists of Wyoming Geological Association publications, geology theses, Wyoming Geological Survey publications, serials, and a few monographs and maps. The majority of requests are received from the Rocky Mountain Area (Montana to Texas) but several requests come from California, eastern and southern states, Canada and Great Britain.

Approximately 40% of the collection is received through the exchange program. All the State Survey publications in the library, and monographs from the Russian and Scandinavian countries are acquired through the arrangement of exchange with the Wyoming Geological Survey publications and "Contributions to Geology," a Department of Geology publication. To assure the continuation of this exchange, it is vital for the Library to be housed in a location conveniently accessible to the Survey staff and their patrons. Some publications, such as Deep Sea Drilling reports, are sent directly from the publisher. The Grand Junction Bendix reports are collected as a gift from the Wyoming Geological Survey. The Geology Library is the only library in Laramie that keeps these paper reports.

Many students from bordering state colleges and universities travel to Laramie to use the Geology Library, since holdings are complete on many serial publications and the material is accessible for their use and checkout. Cooperative agreements are held with Colorado State University and Colorado School of Mines for

their students to use the UW Library system.

Other Considerations: The Geology Library is governed by the same policies and procedures as the main Library. However, the manager has control of the decision to withdraw and/or replace lost, stolen, or worn and damaged materials. The manager has control of the department book budget, and requests acquistions, with the advice of the faculty,according to the following guidelines:

All QE's are housed in the Geology Library.

GB 651 - Geomorphology

QC 801-849 - Geophysics

QL - Foraminiferal materials, micropaleontology

TA - Geotectonics, rock mechanics, photogrammetry and remote sensing

TN - Economic geology, petroleum geology, coal

A cooperative agreement between Geology and Science Reference provides that Science Reference purchases materials in other related fields of interest to geology.

APPENDIX K

THEATRE AND DANCE

Collection Development Policy

Location of Collection: Coe Library

Agency Fund Code: 1070

Overall Collecting level: 3

Purpose: To serve the undergraduate teaching and research programs; to encourage and support the independent research of University faculty; to attempt to satisfy the reading interests of the University community and the state in theatre and dance.

General Collection Guidelines:

a. Languages: Primarily English, some western European languages.

b. Chronological Guidelines: Classical to present.

c. Dates of Publication: Not applicable.

d. Geographical Areas: Primary emphasis is on American, British, and European; however, Australian, Latin American and Third World materials are also important.

e. Place of Publication or Noted Publishers: Samuel French,

Dramatists Play Service and The Dramatic Publishing Company are noted publishers of contemporary plays.

f. Types of Material Collected: Primarily monographs and serials, but non-print media are wanted and needed.

g. Types of Material Excluded: Not applicable.

h. Other General Considerations: This subject fund is responsible not only for Theatre (plays and literary criticism) as a literary form, but for all materials concerned with theatre and dance as well. Plays of literary merit are emphasized, and both contemporary and historical works on traditional, legitimate theatre and dance (as distinct from other forms of entertainment) are to be stressed. However, outstanding works on other forms will be considered, such as: production, history, teaching of acting, stagecraft, makeup, costuming, and biography. The nature of theatre and dance studies is eclectic, making many disciplines important. Art and architecture are especially important, as well as music, English, speech, history, and psychology works.

Statement of Collection Strengths and Weaknesses:

Since July of 1981 there has been a concentrated effort to develop and build a particularly worthwhile theatre and dance collection. Great progress has been made but there is still much to do. The dance and costume collections need con-

siderably more development. Non-print media are of paramount importance, especially to dance. This is a serious weakness that needs to be corrected.

Subject Subdivisions	Collecting Levels Existing/Planned
Plays: Individually published scripts, anthologies, librettos, and scores for musical theatrical works.	3/3+
Dramatic Literary Criticism: Evaluation and analysis of the drama as a literary form.	3/3+
Dance: Classical Ballet, Modern, American Jazz and theatrical dance techniques as well as the history of dance.	2/3+
Theatre History: Analysis of the architectural, sociological and artistic elements of theatre, primarily in the western world.	3/3+
Biography: Lives of theatrical figures. This is of utmost importance to the courses in theatre history.	2/3+
Acting and Directing: Philosophy, principles and techniques of acting, and stage directing.	3/3+
Stagecraft: Theory and practice of scene and	

costume design, lighting, properties, and technical operation of the stage during production. 3/3+

Dramatic Theory and Playwriting: Examination of the art and technique of dramatic composition. 3/3+

Other Theatrical Forms: Children's Theatre, circus, vaudeville, etc. 2/2

Related Subject Areas:

Art and Architecture, English, Music, Journalism and Telecommunication, Speech, Cinema, Radio, Television, Broadcasting, Psychology.

Impact of Regional, National or Local Cooperative Programs:

The Theatre and Dance Department does a great deal of outreach, particularly with workshops. Faculty from this department serve as resource people throughout the state. Each year Dance goes on tour for a week around the state.

Other Considerations:

The acquisition of non-print media is a major concern of the Theatre and Dance Department. Lecture courses in dance are almost entirely taught by the use of film. Besides the dance courses, there are a half dozen other courses (Introduction

to Theatre is a prime example) that could make greater use of film if the funds were made available. Present Library policy does not allow departments to pay for needed non-print media out of library book money allocations. All non-print media in the Library's collection must be selected by the Film Library staff and ordered through the Library's Film Library account (see Film Library policy).